

Notes from Judging Presentation
Presented by Robert King
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If this sounds like preaching, then I'm OK with that. I preach to myself as well. For me, this profession and the activities of this organization are about a mission. In our role of helping lead young people to a richer, better life as responsible and contributing members of our society, we have a moral obligation to model the best of humanity. I am proud of MTVA and believe that as an organization we further that goal – AND, that we can always improve.

Judging procedures –

The judging categories and how they are weighted -

Pitch = 24%, Tone = 21%, Rhythm = 19%, Technical Accuracy = 13%, Diction = 12%,
Musicality = 11%

Concept - Think of "zones" on the sheet. The right half is worthy of Mid-State inclusion, even though all who score there may not necessarily make it. The right ¼ should be considered the All State zone. Avoid extremes in scoring to allow room for better & worse singers. Consistency is the most important element of scoring.

We attempt to reconcile the subjective nature of judging with some basic values of pleasing tone. Avoid the tendency to favor bigger (or smaller) voices, rather than better. Extremes in sound that would detract from a solid ensemble sound would rank below well tuned and accurate, pleasing tone that would contribute to the ensemble blend.

What discussion is, and is not appropriate? General discussion at the very beginning over any technical issue might be helpful, or discussion on how the procedure works. However, discussion or other forms of communication that could be construed as **an attempt to promote an opinion on any singers is inappropriate.** This can also undermine the consistency in standard issue, especially if it is done somewhere in the middle of the process. Resist the urge to second guess your standard once into the process.

Judges room behavior

There should be no competing media during an audition, including headphones.

Maintain anonymity of singers. Not just what school, but also any conversation not necessary to the audition. No quizzing about religion, training, experience, etc. No sounds should be made

that could be interpreted by the student as critical or inconsiderate. ***Put yourself in their place – full of insecurity and paranoia – and when in doubt, Don't!***

Take the process seriously - apply the golden rule. Complaints about being required to work the auditions are unprofessional, and untrue. We as directors make choices - it is wrong to do less than our best in this process. If a judge is bitter about their career, it is not the fault of these singers, nor of the fellow judges. Those unwilling should not join the process. Extraneous noise, including but not limited to talking, laughing, cell phones - are unfair to the students.

Similar to any team/choir, peer pressure is either part of the problem or solution. **If we tolerate misbehavior it will continue. And if we serve notice that it will not be tolerated - then it will stop.**

Parents should NEVER be directed to MTVA officers or other members. We are an association of professionals, and all questions or grievances are to be brought by association members to the officers. *This is an imperfect process because it is run by imperfect people, chosen by imperfect people, judging imperfect students who are sent to us by imperfect parents.* However, I am very proud of the absolute commitment by your officers to provide the best possible environment for the fairest possible hearing of our students, and believe that we should all begin from the assumption that everyone leading this process is doing their best.

Lastly – we must all assist in the process by humbly and willingly play our part.

1. Being on time - If you're early, you're on time. If you're on time, you're late. If you're late, you're hurting the team.
2. Being patient – resist the urge to hang out in the tally room or ask frequently when the results will be finished. That will only delay the process. All are welcome to stay, but results will be posted on-line and waiting is a choice with no guarantee on how long it will take. It is more important to get it **Right** than to get it **Quickly!**
3. Ask the questions, “If every teacher did this, would it make the process better, or worse? Would it make the job of those responsible for the process easier, or more difficult? Am I putting myself, or others first?”

Thank you.